

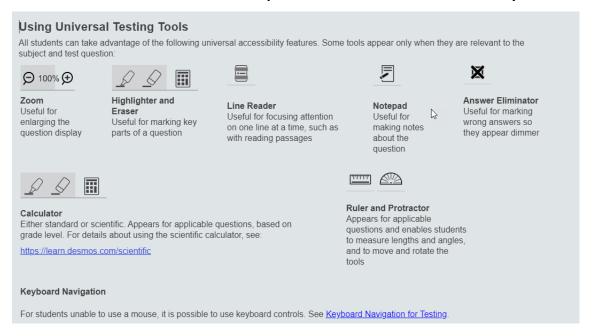


NWEA – Math & ELA/Literacy Assessment Accessibility Universal Tools – Designated Supports/Features - Accommodations

I. UNIVERSAL TOOLS FOR ALL STUDENTS

Embedded Universal Tools

Provisions within online assessment platform to all students automatically



Non-Embedded Universal Tools Provisions outside of the online assessment platform

Tool	Description
Scrap/Scratch Paper	The student uses scratch paper, an individual erasable whiteboard or an assistive
	technology device to make notes or record responses. All scratch paper must be
	collected and securely destroyed at the end of each test to maintain test security.

II. DESIGNATED SUPPORTS/FEATURES FOR SOME STUDENTS

Supports and features outlined below may provide increased accessibility within the assessment. Utilization and implementation of supports and features is determined on an individual basis by an educational team such as part of a multi-tiered system of support (MTSS), and/or Student Assistance Team. **Supports must be consistent with the student's normal routine during instruction.** Provision of supports does not alter the construct of any test item.

Tool	Description		
TTS is not enabled for everyone. TTS feature must be			
individually pre-assigned and enabled within the NWEA platform.			
Text-to-Speech (TTS)	Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during instruction.		
*READING (no passages)	Headphones/earbuds are necessary unless assessed individually in a separate		
MATH & LANGUAGE USE	setting.		

SELECTIONS FOR READING IF APPLICABLE

Select areas of the item that would be read aloud.	
Select areas of the item that would be read aloud.	
Please check your state/district policy to determine whether Text-to- speech is considered an Accommodation or Designated Feature	
To assign Text-to-speech, the student must be assigned a test first. Note: Text-to-speech may not be available on some tests due to state/district policy. Text-to-speech is not available on K-2 tests.	
▼ Text-to-speech ▼	

^{*}TTS Assets such as Reading Passages NOT ALLOWED. If box in NWEA/MARC platform is checked, Reading Session will be invalidated (with the exclusion of blind/visually impaired pre-approval by DOE)

II. DESIGNATED SUPPORTS/FEATURES FOR SOME STUDENTS

Maine Specific Non-Embedded Designated Supports Provisions outside of the online assessment platform

Tool	Description
Breaks	Multiple or frequent breaks may be required by students whose attention span,
breaks	distractibility, physical and/or medical condition, require shorter working periods.
Droforontial Coating	Students may have predetermined seating locations to reduce distractions for
Preferential Seating	themselves or others, or to increase physical access to special equipment.
	Individual or small group assessment administration may be used to minimize
Individually	distractions for students whose assessment is administered out of the classroom or
	so that others will not be distracted by accommodations being used.
	Individual or small groups may be used to minimize distractions for students whose
Small Group	assessment is administered out of the classroom or so that others will not be
	distracted by accommodations being used.
Mariamant	This opportunity may be used in a setting other than the classroom for a student who
Movement	cannot focus when seated for sustained periods of time.
	The assessment may be presented through their regular communication system to a
	student who uses alternative or assistive technology on a daily basis. The assessment
Alternate Aids/Supports	may be presented using visual aids such as visual magnification devices, reduction of
	visual print by blocking or other techniques, acetate shields; or auditory devices such
	as special acoustics and amplification.
Distraction Padustian	Noise buffers, place markers, carrels, whisper phones, or calming music etc. may be
Distraction Reduction	used to minimize distractions for the student.
NA a difical / A doubling	A student uses a specific calculation device (e.g., large key, talking, or other adapted
Modified/Adaptive Calculator or Abacus	calculator) other than the embedded grade-level calculator for items that include a
Calculator of Abacus	calculator for students to use. This includes use of an Abacus.
	After directions have been read, the assessment administrator may ask the student
Directions Clarification	to explain what they have been asked to do. If directions have been misunderstood
Directions Clarification	by the student, the <u>directions</u> may be paraphrased or demonstrated. Assessment
	items MUST NOT be paraphrased or explained.
Pilingual Word Classers	Mathematics Only: A bilingual/dual language word-to-word glossary is provided to
Bilingual Word Glossary	the student as a language support.

III. ACCOMMODATIONS

Requiring IEP/504 Documentation

Accommodations are changes in procedures or materials that do not alter what the assessment measures and are used to increase accessibility during the administration of the assessment. Accommodations for students are outlined within an Individualized Education Program/Plan (IEP) or 504 Plan and utilized within the student's daily classroom instruction.

Embedded Accommodation

Tool Description			
TTS is not enabled for everyone. TTS feature must be			
individually pre-assigned and enabled within the NWEA platform.			
Text-to-Speech (TTS)	Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during instruction.		
*READING (no passages)	Headphones/earbuds are necessary unless assessed individually in a separate		
MATH & LANGUAGE USE	setting.		

Maine Specific Non-Embedded Accommodations Provisions outside of the online assessment platform based on IEP or 504 Plan

Tool	Description
*Read Aloud /	Text is read aloud or translated via sign language interpreter to a student by an
Human Reader	Assessment Administrator (human reader) as documented in the IEP/504 plan. Read
Math, Language Use, and	aloud is permitted for MATH, LANGUAGE USE, AND COMPONENTS OF READING
Reading Sessions (EXCEPT	SESSIONS *EXCLUDING READING PASSAGES. (see Read Aloud examples pgs. 5-7)
PASSAGES)	, , ,
	Both contracted and un-contracted braille (English Braille, American Edition or
Defeately Death and I	Unified English Braille) are available. Screen reader software may be applicable to
Refreshable Braille and/or Screen Reader	read aloud what is being displayed on the screen. Please note, screen readers are
	not a typical accommodation for students who are sighted, please see text-to-
	speech.
Scribe	The student may dictate answers to a scribe in an individual setting. The human
	scribe records verbatim what a student dictates and must give the student an
	opportunity to review the scribed text. Scribed text must be entered into the online
	assessment platform—no paper submissions are accepted.
SELECTIONS FOR READING IF APPLICAB	LE

ELECTIONS FOR READING IF APPLICABLE	
Human reader	
Test and question content is read aloud by a qualified human reader.	
Answer choices	
Assets such as tables, graphs and reading passages	
Question directions	
✓ Questions/prompts	
Test directions	

Amended/Updated spring 2022

Question directions (2)Questions/prompts (2)

^{*} Text-to-Speech & Read Aloud/Human Reader is NOT permitted for passages in the reading session. If box in NWEA/MARC platform is checked, Reading Session will be invalidated (with the exclusion of blind/visually impaired pre-approval by DOE)

<u>Spring 2022 NWEA Administration</u> <u>Amendment to Availability of Read Aloud (Human Reader)</u>

(Requiring IEP/504 Documentation)

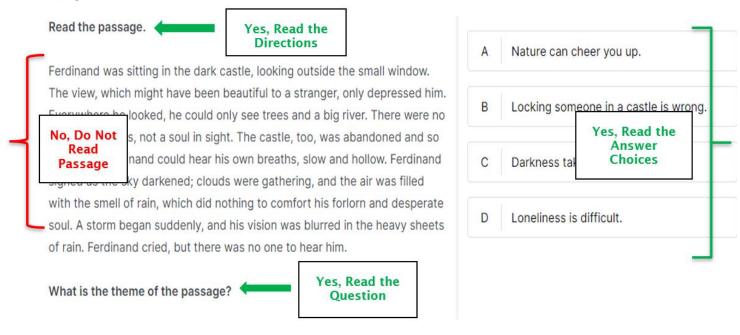
Students who use read aloud accessibility/accommodation as outlined within an IEP or 504 plan for classroom instruction, will be able to use read aloud accessibility/functionality for the reading of answer choices, question directions, questions/prompts, and test directions within the NWEA reading session. Reading session passages may not be read aloud. The read aloud accommodation should include provision of a 1:1 support person and not be utilized in group settings.

TTS/Read Aloud remains available as outlined within an IEP or 504 plan for classroom instruction for the all components of mathematics and language use sessions.

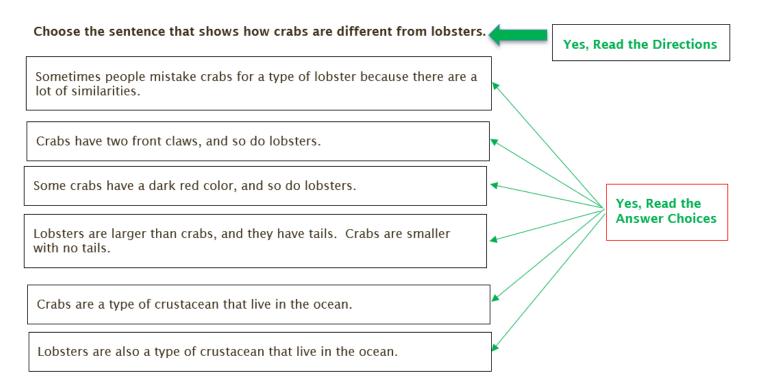
Content Area/Sessions	ltem	TTS	Read Aloud Human Reader
	100		
Reading	Test Directions	Yes	Yes
Reading	Test Questions	Yes	Yes
Reading	Answer Choices	Yes	Yes
Reading	Reading Passages	No	NO
Language Use	Test Directions	Yes	Yes
Language Use	Test Questions	Yes	Yes
Language Use	Answer Choices	Yes	Yes
Language Use	Passages	Yes	Yes
Mathematics	Test Directions	Yes	Yes
Mathematics	Test Questions	Yes	Yes
Mathematics	Answer Choices	Yes	Yes
Mathematics	Passages	Yes	Yes

Reading Examples

Example 1:



Example 2:



Example 3:

No Do NOT	Y	es, Read the Directions			
Read the Passage	Read the paragraph.				
	Earth has five oceans. They are part of one large ocean. Ocean water covers most of the planet. The oceans are very salty. The oceans are very important to life on Earth. Many plants and animals live in the oceans. The oceans also help make the weather on Earth. Water moves from the ocean to the sky. Later, the water falls as rain or snow. In this way, oceans provide Earth with the water that people, animals, and plants need to live.				
	What is the main idea of the paragraph?	Yes, Read the	Yes, Read		
	1. Oceans are very salty.	question	the Response		
	2. There are five oceans on Earth.		Choices		
	3. Plants and animals live in oceans.				
	4. Oceans are important to life on Earth.				

Example 4:

